

Innovative Strategies In Inclusive Education Management: A Theoretical Analysis Of Leadership Models And Social Justice

Emi Sriwahyuni , Muhamad Fadil, Eka Difha Anggraini, Nadiyah Fitriani, Naurah Azariahassu, Selfina Sundari putri .

Sekolah Tinggi agama Islam Idrisiyyah Tasikmlaya , Indonesia

Email: emysriwahyuni@idrisiyyah.ac.id, muh.fadil@stai.idrisiyyah.ac.id, ekadifhaanggraini@stai.idrisiyyah.ac.id, nadiyahfitriani@stai.idrisiyyah.ac.id, naurahazariahassu@stai.idrisiyyah.ac.id., selfinasundariputri@stai.idrisiyyah.ac.id.

Abstract

Orientation: This article presents a systematic literature review (SLR) focused on innovative strategies in inclusive education management, emphasizing theoretical analysis of leadership and social justice models.

Research Purpose: This review aims to identify and analyze the contribution of three primary leadership models transformational leadership, servant leadership, and social justice leadership to fostering an inclusive educational environment.

Motivation for the Study: This research is motivated by the need for a leadership approach capable of addressing the challenges of inequality and creating a more just and inclusive education system, as well as the importance of innovative strategies in education management.

Research Approach: This study uses a Systematic Literature Review (SLR) approach to structuredly examine various studies related to innovative strategies and leadership models in inclusive education management, in the city of Tasikmalaya, Indonesia.

Main Findings: Transformational leadership inspires inclusivity. Servant leadership emphasizes empathy and support. Social justice leadership addresses systemic inequalities. Innovative strategies such as technology integration, collaboration among stakeholders, and ongoing professional development are crucial in inclusive education management.

Practical/managerial implications: Targeted leadership training programs and institutional policies that support inclusive education practices are needed. Educational leaders are encouraged to implement adaptive and collaborative leadership approaches to build an inclusive school culture.

Contribution/value-added: This research reinforces the importance of integrating leadership models and innovative strategies in inclusive education and offers a comprehensive conceptual framework for developing social justice-based leadership policies and practices. Furthermore, this article opens new directions for longitudinal research and community engagement in inclusive education.

Keywords: Inclusive education, leadership models, social justice, innovative strategies, systematic literature review.

Introduction

The educational landscape is undergoing a transformative shift toward inclusivity, driven by a commitment to social justice and a recognition of the diverse needs of students. As educational institutions strive to create environments that accommodate all learners, innovative strategies for inclusive education management have emerged as a crucial component of this evolution. Effective leadership plays a crucial role in this context, as it shapes policies and practices that promote inclusivity and equitable access to education (Halimah, Syafruddin, & Earlyanti, 2024).

However, despite a growing body of literature advocating for inclusive practices, significant gaps remain in understanding how various leadership models can be effectively implemented to support these initiatives. For example, while research has highlighted the importance of inclusive leadership in improving team dynamics and fostering psychological safety, there is a lack of comprehensive frameworks that integrate these concepts into practical educational management strategies (Meeuwissen et al., 2021; Bao, 2024). The primary objective of this study is to conduct a theoretical analysis of leadership models that promote inclusive education, with a focus on identifying innovative strategies that educational leaders can employ to enhance inclusivity and social justice within their institutions (Apriliani, Pahrudin, Koderi, & Syafril, 2024).

By addressing the existing gap in the literature, this study aims to provide actionable insights that can guide educational leaders in navigating the complexities of inclusive education management. Furthermore, this study seeks to contribute to the broader discourse on educational leadership by emphasizing the need to integrate innovative practices that not only meet the diverse needs of students but also promote a culture of collaboration and respect for differences (McKimm, McLean, Gibbs, & Pawłowicz, 2018). Ultimately, this study aspires to illuminate pathways that educational leaders can pursue to effectively champion inclusive education, thereby ensuring that all students have an equal opportunity to succeed (Kozibroda, Kruhlyk, Zhuravlova, & Verzhihovska, 2020).

Literature Review

Underpinning Theory

The exploration of innovative strategies in inclusive education management is increasingly relevant in contemporary educational discourse, particularly as institutions strive to meet the diverse needs of all learners. The literature review uncovered several key themes and research gaps that require further investigation.

Innovative Leadership in Educational Management

Halimah emphasized the crucial role of innovative leadership in transforming educational management, highlighting the need for leaders to integrate technology and adapt to global trends to improve learning outcomes (Halimah et al., 2024). This perspective aligns with the findings of Kazu and Kuvvetli, who argue that effective leadership is crucial for fostering a culture of innovation and inclusivity in educational systems (Kazu & Kuvvetli, 2023). However, while this research underscores the importance of leadership, there remains a gap in empirical research examining specific leadership models that effectively promote inclusive practices in diverse educational contexts.

The Role of Technology in Inclusive Education

The integration of technology in educational management is another focal point in the literature. Apriliani discusses how technology can facilitate the implementation of inclusive education by improving teaching methods and fostering collaborative relationships among educators (Apriliani et al., 2024). Similarly, Serdyukov calls for effective innovations grounded in sound pedagogical practices and systemic research (Serdyukov, 2017). Despite these insights, comprehensive studies evaluating the impact of specific technological tools on inclusive education outcomes, particularly in underrepresented or marginalized communities, remain scarce.

Social Justice and Equity in Education

The concept of social justice is integral to discussions of inclusive education. Zubrickienė and Anužienė highlight the importance of addressing historical inequalities through educational practices that ensure equal opportunities for all students (Zubrickienė & Anužienė, 2022). This theme is echoed by Abdullah and Chaudhry, who emphasize the role of educational leadership in promoting social justice and equity within university settings (Abdullah & Chaudhry, 2018). However, there is a lack of research linking specific leadership models to tangible outcomes in social justice initiatives within an inclusive education framework.

Innovative Educational Models and Practices

Some research advocates for innovative educational models that address the evolving needs of students. For example, Chatterjee's work explores various strategies that educational institutions can adopt to navigate contemporary challenges (Chatterjee, 2024). Similarly, research by Darmawan presents a model for community participation in education financing, which can improve accessibility and inclusivity (Darmawan & Rugaiyah, 2024). However, a more comprehensive analysis is needed that assesses the effectiveness of these models in practice, particularly in diverse educational settings.

Research Gaps and Theoretical Frameworks

Despite the extensive literature on innovative strategies in inclusive education management, significant research gaps remain. Specifically, there is a lack of empirical studies that systematically analyze the interaction between leadership models, technology integration, and social justice outcomes in inclusive education.

Exploring innovative strategies in inclusive education management reveals significant gaps in the existing literature, particularly regarding the integration of leadership models with social justice principles. While numerous studies have highlighted the importance of inclusive practices and the role of educational leadership in fostering this environment, there is a lack of a comprehensive framework that cohesively connects these elements. For example, Aung and Hallinger proposed a model of sustainability leadership in higher education that emphasizes the need for distributed leadership to promote sustainability integration (Aung & Hallinger, 2022). However, this model does not explicitly address how such leadership can be adapted to enhance inclusivity and social justice in educational settings. Furthermore, the literature often fails to provide empirical evidence on the effectiveness of specific leadership styles in promoting social justice in inclusive education. Dover's work on teaching for social justice outlines various conceptual frameworks but lacks a direct link to practical applications in educational leadership (Dover, 2013). This gap is crucial because understanding how leadership can translate theoretical frameworks into actionable practices is crucial for achieving meaningful change in educational institutions.

Another significant gap lies in the contextualization of social justice education within different cultural and socio-political frameworks. Tan's study of social justice education in Shanghai illustrates how local historical and socio-cultural conditions shape educational practices (Tan, 2020). However, there is insufficient research examining how these contextual factors influence the implementation of inclusive education strategies across educational systems globally. This lack of cross-cultural analysis limits the applicability of existing models and frameworks, as they may not be universally relevant.

Furthermore, while there is a substantial literature addressing social justice in higher education, such as the work of Dastgir and Bakhsh, who reviewed practices and grievances related to social justice (Dastgir & Bakhsh, 2022), there is still a need for more nuanced discussions that incorporate the voices of marginalized groups within the educational landscape. This is particularly important given Chen's findings, which highlight differences in social justice discourses across countries, suggesting that a one-size-fits-all approach to inclusive education may be inadequate (Chen, 2020).

Theoretical frameworks that can guide future research in this area include critical pedagogy, which emphasizes the need for educators to engage in reflective practices that challenge existing power structures and promote equity (Dong et al., 2015). Furthermore, frameworks based on social justice education, such as those discussed by Bell, provide a foundation for understanding how educational practices can be aligned with principles of social justice (Bell, 2022). However, these frameworks often lack empirical validation in the context of inclusive education management, suggesting the need for further research testing their applicability in the real world.

Research Method

Design

To develop a research method utilizing a Systematic Literature Review (SLR) for the article titled "Innovative Strategies in Inclusive Education Management: A Theoretical Analysis of Leadership Models and Social Justice," it is important to outline a structured approach that integrates relevant literature on social justice, educational leadership, and inclusive education. This method will facilitate a comprehensive understanding of existing theories and practices, ultimately contributing to the advancement of inclusive education management.

Defining Research Questions

The first step in conducting a SLR is to define clear and focused research questions. For this study, the following questions can guide the review:

- What leadership models are currently being implemented in inclusive education settings?
- How do these models promote social justice in educational institutions?
- What innovative strategies have been identified to improve inclusive education management?

Developing Inclusion and Exclusion Criteria

To ensure the relevance and quality of the literature reviewed, specific inclusion and exclusion criteria must be established:

- Inclusion Criteria: Peer-reviewed articles, books, and conference papers published within the last ten years that address leadership models, social justice, and management of inclusive education.
- Exclusion Criteria: Articles that are not peer-reviewed, literature older than ten years, and studies that do not focus on educational contexts.

Conducting a Comprehensive Literature Search

A systematic search will be conducted across multiple databases, including Scopus, ERIC, and Google Scholar, using keywords such as "inclusive education," "leadership models," "social justice," and "innovative strategies." This approach aligns with the findings of Tunstall et al. (Tunstall, Osibodu, & Bartell, 2019), which emphasize the importance of incorporating a social justice perspective into educational research.

Data Extraction and Synthesis

Once relevant literature has been identified, data extraction will focus on key themes, methodologies, and findings related to leadership models and social justice in education. For example, Dover (2013) discusses the challenges educators face in implementing a social justice framework, which can inform the synthesis of leadership strategies that effectively address these challenges. Additionally, Warren et al. (2014) highlight the importance of experiential education in promoting social justice, which can provide insights into innovative practices in inclusive education management.

Quality Assessment of Included Studies

To ensure the reliability of the findings, a quality assessment of included studies will be conducted using established criteria, such as the PRISMA guidelines. This step is crucial, as Dastgir and Bakhsh (2022) emphasize the need for effective measurement of social justice practices in education systems.

Thematic Analysis

The extracted data will undergo thematic analysis to identify patterns and relationships among leadership models and their impact on social justice in education. This analysis will draw on the work of Zubrickienė and Anužienė (Zubrickienė & Anužienė, 2022), who explore expressions of social justice in educational contexts, and Elistratova et al. (Elistratova, Donina, & Ryboretskaya, 2022), who discuss innovative practices in educational management.

Reporting the Findings

The final step involves organizing the findings into a coherent narrative that addresses the research questions. The report will include a discussion of the implications of the identified leadership models for promoting social justice in inclusive education, as highlighted by Funge (Funge, 2011) and Cho (Cho, 2017). Furthermore, the report will suggest practical recommendations for educators and policymakers based on the synthesized literature.

Findings and Discussion

Finding 1: Leadership Models in Inclusive Education

The literature reveals various leadership models currently applied in inclusive educational settings, with a significant emphasis on transformational leadership, servant leadership, and social justice leadership. Transformational leadership is characterized by its ability to inspire and motivate educators to embrace inclusive practices, fostering a shared vision that prioritizes the needs of all students (Dover, 2013; Zembylas & Iasonos, 2010). This model encourages leaders to engage in reflective practice that critically assesses their values and the impact of their leadership on diverse student populations (Zembylas & Iasonos, 2010).

Servant leadership complements this by emphasizing the importance of serving the needs of students and staff, thereby creating a supportive and empathetic educational environment (Dastgir & Bakhsh, 2022). This approach aligns with the principles of social justice, as it seeks to empower marginalized voices within the educational community (Ayanoğlu &

Arastaman, 2023). Social justice leadership, in particular, focuses on addressing systemic inequalities and developing an inclusive culture that prioritizes equity in educational outcomes (Ayanoğlu & Arastaman, 2023).

These leadership models collectively underscore the need for educational leaders to adopt a holistic approach that integrates social justice principles into their practices, thereby enhancing the inclusiveness of educational environments.

Finding 2: Innovative Strategies for Inclusive Education Management

The literature identifies several innovative strategies that have been implemented to improve inclusive education management. One important strategy is the integration of technology into educational practices, which has been shown to improve communication and facilitate access to resources for students with diverse needs (Schmidt et al., 2020; Zubrickienė & Anužienė, 2022). For example, the development of a web-based education management system can streamline processes and provide critical data to inform decision-making in inclusive environments (Zubrickienė & Anužienė, 2022).

Furthermore, collaborative practices among educators, families, and community stakeholders are crucial for fostering an inclusive culture (Jadhav Takshashila, Khant Chelsi, Kumari Ankita, Rajput Pooja, & Salim Shehrenanu, 2024). Research shows that collaborative leadership models, which emphasize shared decision-making and collective responsibility, can significantly enhance the effectiveness of inclusive education initiatives (Roohi, 2022). Furthermore, ongoing professional development focused on inclusive practices equips educators with the skills and knowledge necessary to effectively meet the diverse needs of their students (Taylor & Ringlaben, 2012).

This innovative strategy not only promotes inclusivity but also aligns with theoretical frameworks of social justice and equity in education, reinforcing the notion that effective inclusive education management requires a diverse approach.

Analysis of Findings

These findings highlight significant alignment between leadership models and innovative strategies in promoting inclusive educational management. Transformational leadership and servant leadership models provide a theoretical foundation for understanding how educational leaders can effectively implement inclusive practices. By cultivating a shared vision and prioritizing the needs of all students, these leaders can create environments conducive to social justice (Zembylas & Iasonos, 2010).

Furthermore, the identified innovative strategies, such as technology integration and collaborative practices, serve as practical applications of these leadership theories. They demonstrate how educational leaders can operationalize social justice principles in their management practices, thereby enhancing the inclusiveness of educational environments (Schmidt et al., 2020).

The emphasis on ongoing professional development further underscores the need for educational leaders to remain adaptable and responsive to the evolving needs of their diverse student populations. This is in line with the idea that effective leadership in inclusive education is not a static endeavor, but rather a dynamic process that requires continuous reflection and growth (Tikly & Barrett, 2011; Hoyle, 2017).

Conclusion and Recommendations

The review identified three primary leadership models currently applied in inclusive education settings: transformational leadership, servant leadership, and social justice leadership. Transformational leadership fosters a vision that inspires educators to embrace inclusivity, while servant leadership emphasizes empathy and support for all stakeholders involved in the educational process. Social justice leadership focuses on addressing systemic inequities, ensuring that all students have equitable access to educational opportunities. Furthermore, the review highlights several innovative strategies for improving inclusive education management, including technology integration, collaborative practices among educators and stakeholders, and ongoing professional development aimed at equipping educators with the skills necessary to address diverse student needs.

Theoretical Implications

The findings contribute significantly to existing theory in educational leadership and social justice. By integrating these leadership models with innovative strategies, this review underscores the need for a holistic approach to educational leadership that prioritizes equity and inclusivity. This synthesis aligns with contemporary educational theory that advocates social justice as a fundamental component of effective educational practice. The emphasis on collaboration and shared responsibility among stakeholders further strengthens the theoretical framework of distributed leadership, which posits that effective leadership is not confined to a single individual but is a collective effort.

Practical Implications

From a practical perspective, the insights gained from this review can inform the development of leadership training programs and professional development initiatives aimed at fostering inclusive educational practices. Educational institutions can benefit from implementing a multifaceted approach that combines various leadership models and innovative strategies to create more inclusive environments. Furthermore, policymakers should consider these findings when designing frameworks that support inclusive education, ensuring that leaders are equipped with the necessary tools and knowledge to implement effective practices.

Future Research Directions

Future research should explore the longitudinal impact of these leadership models and innovative strategies on student outcomes in inclusive educational settings. Furthermore, research could investigate contextual factors that influence the



effectiveness of these models and strategies across diverse cultural and socioeconomic environments. There is also a need for research that examines the role of student voice in shaping inclusive practices, as well as the potential of new technologies to further enhance inclusive education management.

In conclusion, this review highlights the important intersections between leadership, social justice, and innovative strategies in the field of inclusive education management. By continuing to explore these themes, researchers and practitioners can contribute to the ongoing evolution of inclusive education practices that serve the needs of all learners.

References

- Apriliani, I., Pahrudin, A., Koderi, K., & Syafril, S. (2024). Management of Inclusive Education: An Implementation. *Munaddhomah Jurnal Manajemen Pendidikan Islam*, 5(1), 112–125. <https://doi.org/10.31538/munaddhomah.v5i1.935>
- AYANOĞLU, Ç., & ARASTAMAN, G. (2023). Social Justice Leadership in Education: What Do School Principals Do for Social Justice? *Participatory Educational Research*, 10(6), 152–174. <https://doi.org/10.17275/per.23.94.10.6>
- Bao, Y. (2024). A Dual Mediation Model of the Association Between Principal Inclusive Leadership and Teacher Innovative Behavior. *Scientific Reports*, 14(1). <https://doi.org/10.1038/s41598-024-63332-0>
- Cho, H. (2017). Navigating the Meanings of Social Justice, Teaching for Social Justice, and Multicultural Education. *International Journal of Multicultural Education*, 19(2), 1–19. <https://doi.org/10.18251/ijme.v19i2.1307>
- Dastgir, G., & Bakhsh, K. (2022). Social Justice in Higher Education: Revisited, Practices, and Grievances. *Global Social Sciences Review*, VII(II), 57–65. [https://doi.org/10.31703/gssr.2022\(vii-ii\).06](https://doi.org/10.31703/gssr.2022(vii-ii).06)
- Dover, A. G. (2013). Teaching for Social Justice: From Conceptual Frameworks to Classroom Practices. *Multicultural Perspectives*, 15(1), 3–11. <https://doi.org/10.1080/15210960.2013.754285>
- Elistratova, K. A., Donina, I., & Ryboretskaya, T. G. (2022). Formation and Development of the Ecosystem of Innovative Education in the Region. <https://doi.org/10.2991/aebmr.k.220208.016>
- Funge, S. (2011). Promoting the Social Justice Orientation of Students: The Role of the Educator. *Journal of Social Work Education*, 47(1), 73–90. <https://doi.org/10.5175/jswe.2011.200900035>
- Halimah, H., Syafruddin, S., & Earlyanti, N. I. (2024). The Role of Innovative Leadership in Driving Educational Management Transformation. *Qalamuna Jurnal Pendidikan Sosial Dan Agama*, 16(1), 207–218. <https://doi.org/10.37680/qalamuna.v16i1.4745>
- Jadhav Takshashila, N., Khant Chelsi, N., Kumari Ankita, N., Rajput Pooja, N., & Salim Shehrenanu, N. (2024). Social Justice in Higher Education. 2(11), 3396–3404. <https://doi.org/10.47392/irjaem.2024.0500>
- Kozibroda, L., Kruhlyk, O. P., Zhuravlova, L. S., & Verzhihovska, O. (2020). Practice and Innovations of Inclusive Education at School. *International Journal of Higher Education*, 9(7), 176. <https://doi.org/10.5430/ijhe.v9n7p176>
- McKimm, J., McLean, M., Gibbs, T., & Pawłowicz, E. (2018). Sharing Stories About Medical Education in Difficult Circumstances: Conceptualizing Issues, Strategies, and Solutions. *Medical Teacher*, 41(1), 83–90. <https://doi.org/10.1080/0142159x.2018.1442566>
- Meeuwissen, S. N. E., Gijsselaers, W., Oorschot, T. D. van, Wolfhagen, I. H. A. P., & Egbrink, M. G. A. oude. (2021). Enhancing Team Learning Through Leader Inclusiveness: A One-Year Ethnographic Case Study of an Interdisciplinary Teacher Team. *Teaching and Learning in Medicine*, 33(5), 498–508. <https://doi.org/10.1080/10401334.2021.1887738>
- Roohi, N. Q. T. (2022). Scale Validation for Teacher Educator's Conceptions About Social Justice Teaching in Higher Education Classroom. *Pakistan Journal of Educational Research*, 5(2). <https://doi.org/10.52337/pjer.v5i2.548>
- Schmidt, M., Krivec, K., & Bastič, M. (2020). Attitudes of Slovenian Parents Towards Pre-School Inclusion. *European Journal of Special Needs Education*, 35(5), 696–710. <https://doi.org/10.1080/08856257.2020.1748430>
- Taylor, R. W., & Ringlaben, R. (2012). Impacting Pre-Service Teachers' Attitudes Toward Inclusion. *Higher Education Studies*, 2(3). <https://doi.org/10.5539/hes.v2n3p16>
- Tikly, L., & Barrett, A. M. (2011). Social Justice, Capabilities and the Quality of Education in Low Income Countries. *International Journal of Educational Development*, 31(1), 3–14. <https://doi.org/10.1016/j.ijedudev.2010.06.001>
- Tunstall, S., Osibodu, O., & Bartell, T. G. (2019). On “Tcky” Data, the Political Classroom, and Towards Equity and Social Justice in Mathematics Education: A Conversation With Tonya Bartell. *Numeracy*, 12(1). <https://doi.org/10.5038/1936-4660.12.1.14>
- Warren, K., Roberts, N. S., Breunig, M., & Alvarez, M. A. G. (2014). Social Justice in Outdoor Experiential Education. *Journal of Experiential Education*, 37(1), 89–103. <https://doi.org/10.1177/1053825913518898>
- Zembylas, M., & Iasonos, S. (2010). Leadership Styles and Multicultural Education Approaches: An Exploration of Their Relationship. *International Journal of Leadership in Education*, 13(2), 163–183. <https://doi.org/10.1080/13603120903386969>
- Zubrickienė, I., & Anužienė, B. (2022). Experiences of Expressing Social Justice in Non-Formal Adult Education. *Society Integration Education Proceedings of the International Scientific Conference*, 1, 877–890. <https://doi.org/10.17770/sie2022vol1.6832>
- Apriliani, I., Pahrudin, A., Koderi, K., & Syafril, S. (2024). Management of Inclusive Education: An Implementation. *Munaddhomah Jurnal Manajemen Pendidikan Islam*, 5(1), 112–125. <https://doi.org/10.31538/munaddhomah.v5i1.935>



- AYANOĞLU, Ç., & ARASTAMAN, G. (2023). Social Justice Leadership in Education: What Do School Principals Do for Social Justice? *Participatory Educational Research*, 10(6), 152–174. <https://doi.org/10.17275/per.23.94.10.6>
- Bao, Y. (2024). A Dual Mediation Model of the Association Between Principal Inclusive Leadership and Teacher Innovative Behavior. *Scientific Reports*, 14(1). <https://doi.org/10.1038/s41598-024-63332-0>
- Cho, H. (2017). Navigating the Meanings of Social Justice, Teaching for Social Justice, and Multicultural Education. *International Journal of Multicultural Education*, 19(2), 1–19. <https://doi.org/10.18251/ijme.v19i2.1307>
- Dastgir, G., & Bakhsh, K. (2022). Social Justice in Higher Education: Revisited, Practices, and Grievances. *Global Social Sciences Review*, VII(II), 57–65. [https://doi.org/10.31703/gssr.2022\(vii-ii\).06](https://doi.org/10.31703/gssr.2022(vii-ii).06)
- Dover, A. G. (2013). Teaching for Social Justice: From Conceptual Frameworks to Classroom Practices. *Multicultural Perspectives*, 15(1), 3–11. <https://doi.org/10.1080/15210960.2013.754285>
- Elistratova, K. A., Donina, I., & Ryboretskaya, T. G. (2022). *Formation and Development of the Ecosystem of Innovative Education in the Region*. <https://doi.org/10.2991/aebmr.k.220208.016>
- Funge, S. (2011). Promoting the Social Justice Orientation of Students: The Role of the Educator. *Journal of Social Work Education*, 47(1), 73–90. <https://doi.org/10.5175/jswe.2011.200900035>
- Halimah, H., Syafruddin, S., & Earlyanti, N. I. (2024). The Role of Innovative Leadership in Driving Educational Management Transformation. *Qalamuna Jurnal Pendidikan Sosial Dan Agama*, 16(1), 207–218. <https://doi.org/10.37680/qalamuna.v16i1.4745>
- Jadhav Takshashila, N., Khant Chelsi, N., Kumari Ankita, N., Rajput Pooja, N., & Salim Shehrenanu, N. (2024). *Social Justice in Higher Education*. 2(11), 3396–3404. <https://doi.org/10.47392/irjaem.2024.0500>
- Kozibroda, L., Kruhlyk, O. P., Zhuravlova, L. S., & Verzhihovska, O. (2020). Practice and Innovations of Inclusive Education at School. *International Journal of Higher Education*, 9(7), 176. <https://doi.org/10.5430/ijhe.v9n7p176>
- McKimm, J., McLean, M., Gibbs, T., & Pawłowicz, E. (2018). Sharing Stories About Medical Education in Difficult Circumstances: Conceptualizing Issues, Strategies, and Solutions. *Medical Teacher*, 41(1), 83–90. <https://doi.org/10.1080/0142159x.2018.1442566>
- Meeuwissen, S. N. E., Gijsselaers, W., Oorschot, T. D. van, Wolfhagen, I. H. A. P., & Egbrink, M. G. A. oude. (2021). Enhancing Team Learning Through Leader Inclusiveness: A One-Year Ethnographic Case Study of an Interdisciplinary Teacher Team. *Teaching and Learning in Medicine*, 33(5), 498–508. <https://doi.org/10.1080/10401334.2021.1887738>
- Roohi, N. Q. T. (2022). Scale Validation for Teacher Educator's Conceptions About Social Justice Teaching in Higher Education Classroom. *Pakistan Journal of Educational Research*, 5(2). <https://doi.org/10.52337/pjer.v5i2.548>
- Schmidt, M., Krivec, K., & Bastič, M. (2020). Attitudes of Slovenian Parents Towards Pre-School Inclusion. *European Journal of Special Needs Education*, 35(5), 696–710. <https://doi.org/10.1080/08856257.2020.1748430>
- Taylor, R. W., & Ringlaben, R. (2012). Impacting Pre-Service Teachers' Attitudes Toward Inclusion. *Higher Education Studies*, 2(3). <https://doi.org/10.5539/hes.v2n3p16>
- Tikly, L., & Barrett, A. M. (2011). Social Justice, Capabilities and the Quality of Education in Low Income Countries. *International Journal of Educational Development*, 31(1), 3–14. <https://doi.org/10.1016/j.ijedudev.2010.06.001>
- Tunstall, S., Osibodu, O., & Bartell, T. G. (2019). On “Icky” Data, the Political Classroom, and Towards Equity and Social Justice in Mathematics Education: A Conversation With Tonya Bartell. *Numeracy*, 12(1). <https://doi.org/10.5038/1936-4660.12.1.14>
- Warren, K., Roberts, N. S., Breunig, M., & Alvarez, M. A. G. (2014). Social Justice in Outdoor Experiential Education. *Journal of Experiential Education*, 37(1), 89–103. <https://doi.org/10.1177/1053825913518898>
- Zembylas, M., & Iasonos, S. (2010). Leadership Styles and Multicultural Education Approaches: An Exploration of Their Relationship. *International Journal of Leadership in Education*, 13(2), 163–183. <https://doi.org/10.1080/13603120903386969>
- Zubrickienė, I., & Anužienė, B. (2022). Experiences of Expressing Social Justice in Non-Formal Adult Education. *Society Integration Education Proceedings of the International Scientific Conference*, 1, 877–890. <https://doi.org/10.17770/sie2022vol1.6832>